

THE IMPLEMENTATION OF INTEGRATED LEARNING MODEL TO INCREASE THINKING SKILLS AND UNDERSTANDING OF CONCEPTS IN ISLAMIC EDUCATION AND SCIENCE OF MADRASAH TSANAWIYAH NEGERI (MTSN) IN BANDAR LAMPUNG CITY

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Abstract

The thinking skills and understanding of concepts for students in Islamic Education (PAI) needs a role of curriculum. The curriculum is one of elements that can contribute significantly to realize a potential of developing process quality learners. The curriculum is an important component in a formal education system. According to the National Education Law stated that the competence of the student must include attitudes, knowledge and skills that are designed in an integrated learning. Thus the implementation of integrated learning model is an obligation. This study aims to determine the implementation of integrated learning model in increasing a quality of learning to be able to increase a learning process, thinking skills, understanding of concept and the results of education in Islamic. Thus, this research is directed to answer statement of the problem, how does integrated learning model enhance a creativity of learners in thinking and understanding of the concept that combined between Islamic Education (PAI) and Science?. This research was conducted using classroom action research. This study involved students and teachers of MTs Negeri (MTsN) in Bandar Lampung. The data collection techniques used observation, interviews, field notes, and test. Data analysis used descriptive qualitative with steps, among others are reduction, display and data verification. The result of research showed that learning model "Shared" can give a very positive contribution to increase mastery of Islamic Education (PAI) and Science. Besides, it also used integrated learning model to impact on the performance of teachers.

Keywords: *Integrated Learning Model "Shared"; Thinking Skills; Understanding of Concepts; Islamic Education and Science.*

INTRODUCTION

According to Fogarty (1992: 53) defined the integrated learning model as a form of teaching and learning activities that bring together conceptually, both contained in intra and interdisciplinary field of study.[1] In the implementation of learning it doesn't move from the label of particular field as usual, but it's begin to give a certain topic predetermined, then it would be reviewed and discussed with the involvement of various concepts contained in the various fields of study in an integrated manner. There are three possible variations integrated learning with regard to education conducted in an atmosphere of progressive education that is integrated curriculum, integrated day, and integrated learning.

Integrated curriculum is the integration of various materials to organize the activities of subjects through a cross-cutting themes form a meaningful whole so that the boundaries between different fields of study are not tight or virtually non-existent. Integrated day is a form of planning the activities of the students in a class on a particular day to study or do various activities according to their interests. Meanwhile, integrated learning refers to learning activities that are organized in more structured contradictory on certain themes or specific subjects as its center point (center core / center of interest) (Cohen and Manion, 1992 ; Brand, 1991).

BACKGROUND OF PROBLEMS

Based on UU No. 20 Year 2003 on National Education System is expected to realize developing process quality of personal students as the next generation.[2] There are many elements of educational resources; the curriculum is one of elements that can contribute significantly to realize the potential quality of the development process of learners. The curriculum is an important component in a formal education system. The curriculum are learning plan that directs teachers in implementing a learning to students so that they have a personal readiness and an ability to match the needs of society.[3] Based on the objective of education, curriculum is as a heart of education that includes about what teachers have taught, or what the students will learn the personal development of each student.[4]

UU on National Education System (Education Law) puts the curriculum as praxis, it is not just products, content or process, but also more important the curriculum is a an transparent system that is adaptable in the needed readiness of students and society and it states that the graduation competence must include attitudes, knowledge and skills that are designed in an integrated in learning. Thus the implementation of integrated learning model is an obligation. It is designed to be an integrated learning both in terms of content as well as the competence of learning. Then the teacher should strive to do the learning competence that include three-dimensional, so that students get to increase attitudescompetence, knowledge and skills. So the curriculum is developed based on competence is indispensable as an instrument to guide learners into: (1) qualified people who are able and proactive answer the challenges of the times are changing; and (2) humans educated faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and (3) be citizen of a democratic and responsible. The development and implementation of competency-based curriculum is one of the national education development strategies as mandated in UU No. 20 Year 2003 on National Education System. Education plays an important role in the successful development of the nation. It is expected to foster human development that can establish itself and is responsible for the development of the State and the nation. Therefore, education should receive attention from all of elements in order to catch up in science and technology that are absolutely necessary to improve the development of a nation and the State effectively and efficiently in order to realize a just and prosperous society.

Since the 1994 curriculum and supplement the 1999 had oriented academic curriculum consists of separated subject curriculum. It can be concluded that the academically less successful implementation of Curriculum 1994. There are a few possibilities that causes, among others are: (1)

The curriculum contains too many subjects and each subject contains too much subject material, (2) Based on curriculum 1994 is a provision that a minimum curriculum that all schools got an obligation to carry out all subjects and all material in the subject and then lead the teachers feel the lack of time to organize teaching and learning activities. So the learning process runs transfer of knowledge, (3) The implementation of the National Examination and pure Evaluation Value (NEM) must get high.

According to Hari Suderadjat quoted Agus Pahrudin (2007: 15) explains that the Conceptual Basis Theoretical Broad-Based Education (BBE) and Life Skill argued that the 1994 curriculum is separated subject, namely, curriculum consisting of separate subjects and academic oriented.[5] The number of subjects on the curriculum load 1994 and the requirements in each subject matter led to set academic goals in each subject ultimately not achieved, because the learning process is more progress with transfer knowledge and tends towards the occurrence of verbal. There are educational concepts that cannot be implemented, among others: a) student centered or student active learning. b) Evaluation of learning outcomes is low-level cognitive domain to encourage students to memorize the material knowledge and value-oriented acquisition. c) The learning outcomes and process that are less related to the environment, making the students are not able to capitalize on the key concepts of science in the process of solving life problems experienced by students daily. Student learning outcomes is not competence that is useful for improving the competence of dignity and status as a potential leader

If those three things happen, there is a tendency of student learning outcomes to be conducted verbal with low academic quality. Thus it can be said that the low quality of education, also related to the low quality of the learning process. This indicates that the quality of the process will have an impact on the quality of the results. This means that when the process is qualified, then the result will be qualified.

THE OBJECTIVE OF THE STUDY

This study ¹ aims to determine the implementation of integrated learning model in increasing a quality of learning that can increase a learning process, thinking skills, understanding of concept and the results of education in Islamic. Thus, this research is directed to answer statement of the problem, how does integrated learning model enhance a creativity of learners in thinking and understanding of the concept that combined between Islamic Education (PAI) and Science?

METHODOLOGY

This research was conducted using classroom action research. The ² study involved students and teachers of MTs Negeri (MTsN) in Bandar Lampung. The data collection techniques used observation, interviews, field notes, and test. Data analysis used descriptive qualitative with steps, among others were reduction, display and data verification.

THE RESULTS OF THE STUDY

In the concept of curriculum development, student learning outcomes was as a reference to measure mastery of a number of competencies by students. Student learning outcomes can be used as motivation and reflection and a starting point to improve process quality and learning outcomes.

The Components of student learning outcomes was developed based on the objectives to be achieved. Based on the goals of the curriculum development (learning) is integrated between Islamic subject (PAI) and Science. It informed that the affective aspects to an emphasis on cognitive and psychomotor.

From explanation above. The concepts, values and moral norms of Islam: monotheism, caliphate, 'worship 'ilm. Halal and haram, 'adl (social justice), zulm (tyranny), istishlah (public interest / public benefit), and Dhiya (waste) were the starting point of this curriculum integration. Thus the student learning outcomes could not be separated from the concepts and values. According to Suparman in Idi (2007: 14), stated thinking ability, cognitive and psychomotor can be obtained from a scoring system and made based on demands of basic competence. Affective information can be obtained also through questionnaires and systematic observation.[6] Learning outcomes assessment system is implemented well.

In the first cycle was students had limited conditions, it could be said to be testing the first model is the development phase because the student was still at the stage of socialization model, so the formation of the first model could not be drawn any conclusions. There was only ripening conditions of the students so that student learning outcomes in the trial is further increased. At the first cycle could be said to create a mental attitude.

The results of the study found that the integrated learning model that could be developed in the curriculum model that combined Islamic subject (Quran-Hadith, Fiqh, Aqeedah-Morals and Cultural History of Islam) and Science (Biology, Physics, Chemistry) was relevant the model of '*shared*' adapted to the conditions MTs.. The selection was based integration system by a reality that the curriculum MTs who was still separated from one subject to another subject and the time allocation was relatively limited. By using the model, it was very likely to be implemented than other models. There were some of Islamic materials that have similar concepts and themes in science subjects. But they were given on different period. Therefore, by using this pattern developed alloy efforts integration Islamic subject and Science to be able to be implemented well.

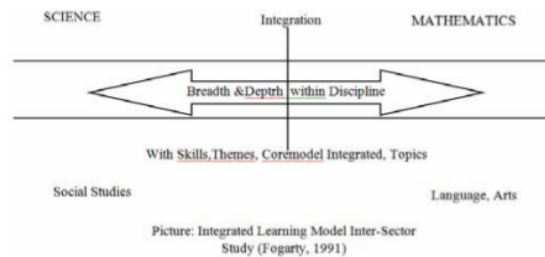
Based on the analysis above explained that the impact of the implementation of the curriculum model that combines Islamic Subject (PAI) and Science to give a positive contribution to increase mastery of Islamic subject (PAI) and Science. Therefore, the implementation was conducted to have an impact on the increasing thinking skill and understanding of the concepts and learning achievement in the subjects of Islamic subject (PAI) and Science.

DISCUSSION

a. ¹ The concept of Integrated Learning Model

Conceptually **integrated learning model** is an approach in guiding the teaching and learning activities to build linkages conceptual, facts and principles, both intra and interdisciplinary field of study.

The integrated learning model applied in this study is the integrated learning model of Fogarty (1992: 53), which is a form of teaching and learning activities that bring together conceptually, both contained in intra and interdisciplinary field of study.[1] In the implementation of learning it doesn't move from the label of particular field as usual, but it's begin to give a certain topic predetermined, then it would be reviewed and discussed with the involvement of various concepts contained in the various fields of study in an integrated manner.



Integrated Learning Model represents an approach similar among subjects with various/ shared models. This Integrated Model mixed four main subjects byarranging the priorities of each curriculum of every subject and find the skills, concepts and attitudes that overlap in all four subjects.

The Integrated learning model as one of the models in the learning process applied and has a variety of alternative forms which can be selected by teachers in its application. Robin Fogarty (1991) describes the "Ten views for integrating the curricula: fragmented, connected, nested, sequence, shared, Webbed, threaded, integrated, immersed, and networked".[1]

The ten models above, each has its own characteristics that can't be separated from its advantages and disadvantages. To select and specify which model to apply, teachers need to consider the relevance of other variables in the learning process as a whole. Dimensions of the curriculum, the ability of teachers, student readiness, culture, availability of infrastructure and other related aspects, were the elements that must be taken into consideration in determining the model of integration that will be applied.

¹ The implementation of integrated learning model is based on the advantages and disadvantages compared to other models. Where integrated learning model has a very broad and open to establish linkages with various concepts, both of which are on intra and interdisciplinary field of study. Fogarty (1991), describes as follows: The Integrated learning model "This interdisciplinary approach matches of subjects for overlap in topics and concept with some team teaching in an authentic.[1] Integrated models; ex, Match, Science, Social Studies, Fine Arts, language Arts , and Practical Arts, Teachers Look for patterning mmodels and approach content through Reviews These patterns ".

b. Concept Mapping Learning Strategy

Concept maps are graphic illustrations indicating concretely how a single concept linked to other concepts in the same category.[7, 8]

It can be concluded that the concept maps are an overall utilization technical of the brain by using visual images and other graphics infrastructure to create an impression, overall approach of the brain that allows us to make a note on a page as a whole by using the visual images and other graphic devices.

This recording techniques have been developed since the 1970s by Tony Buzan and is based on research on how the brain actually. Brains are often given the information in the form of images, symbols, sounds, shapes and feelings. Concept maps using visual reminders and sensory is in a pattern of related ideas, such as a road map that is used for learning, organizing and planning. This map can generate original ideas and easily trigger memories.

This is much easier than traditional recording methods because it activates both hemispheres of the brain because it is referred to as "the overall approach of the brain", this method is also fun and creative mind will not be stalled because of repeated notes, it is very possible if the records' made in the form of a concept map.[9]

Concept maps can be developed individually or in small groups. Students set up a number of concepts or keys on a page of paper, and then connect with the lines and all the lines were written a word or phrase that describes between such words or concepts.[10]

CONCLUSION

The implementation of integrated learning model "*Shared*" that implemented by teachers of Islamic Education (PAI), covering the subjects of namely : Quran-Hadith -Morals Aqeedah, Fiqh and Cultural History of Islam) in the subjects of Science (Biology, Chemistry and Physics) at MTsN 1 and 2 in Bandar Lampung, proved to be easier and more effective and efficient in increasing the thinking skills and understanding of the concept of Islamic Education and Science. Creativity of the students also develops optimally after the action (treatment) in such a manner in accordance with the steps of integrated learning by the teachers so that students can develop their creativity. Additionally, integrated learning model also proven to increase learning achievement of learners (students) with absorption above 80%. This means has exceeded the minimum completeness criteria (KKM). In other words, it can be concluded that the use of integrated learning model can improve and achieve mastery learning.

The impact on the performance of teachers in the application of this model is an increase and improvement. Capability and performance are required since the formulation phase and preparation of instructional design to the evaluation. This causes the teacher no longer ignore the lesson planning and implementing learning to improve, especially in the application of integrated learning model for Islamic Education subjects (PAI) and sciences. The demands on the ability of teachers or teacher performance impact that teachers must understand the idea or the idea of a curriculum is being developed, to understand the breadth and depth of material up to find the concepts of Islamic Education (PAI) that are relevant to sciences. In addition, In this case the teacher performance both in curriculum development and implementation in the process of integrated learning must understand the models and types of the right curriculum integration (integrated curriculum), it's also add insight to the substance of the Islamic Education (PAI) which is relevant to Science material.

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